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ABSTRACT

This instrument is designed as a district-level self-study evaluation tool. Its purpose is to assist school districts to identify strengths and weaknesses in their programs and thereby help districts work toward improvement and support of quality in their schools. The instrument is a series of checklists organized under 10 categories using 2 rating scales: (1) what is the extent to which this indicator is present in your school district and (2) impact potential. Ratings are based on a 0-3 scale, and instructions are provided for use of the scale. (MD)

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ED240665

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

II. SELF-ASSESSMENT INSTRUMENT

COLORADO DEPARTMENT OF EDUCATION
School Improvement and Leadership Services Unit

June, 1983

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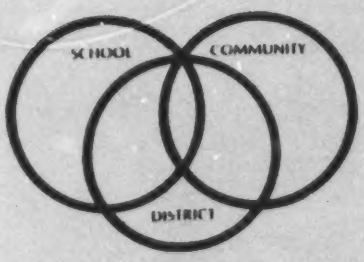

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EA 016 372

Calvin M. Frazier, Commissioner of Education
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I. "Indicators of Quality Schools," an instrument and supporting materials developed during 1981-82 by the School Improvement & Leadership Services Unit.

II. Research on school district administration, organizational development and leadership.

III. Effective practices as identified by the Review Panel, consisting of 3 Colorado local district and building administrators, teachers, evaluators, and regional and national agency educators and staff of the School Improvement and Leadership Services Unit.

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Readers with suggestions for improving these indicators, effective ways to use them or with data or experience to share are urged to contact the CDE School Improvement Unit, 866-2111.

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DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

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DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

Developed by the Colorado Department of Education
School Improvement and Leadership Services Unit
June, 1983

Background

This instrument is a series of checklists of district-wide practices or conditions that help create or support quality schools. The district level indicators supporting quality schools is designed to assist a school district in identifying areas of strength and areas where efforts could lead to significant improvement supporting the quality of its schools. See the Overview publication for details.

Directions

Read through each item and its sub-items. The sub-items help delineate the item under consideration. The same rating scale is applied throughout, but ONLY numbered items are used in determining AVERAGE SCORE.

The instrument rating scale is 0 to 3.

a. WHAT IS: the extent to which this indicator is present in your school district

b. IMPACT POTENTIAL: the extent to which additional human and/or material resources invested in the implementation of this indicator could positively impact the quality of schools in your district.

Note: This scale is different from a "What ought to be" response in that it emphasizes not only what you value but what you believe would have, if implemented, the greatest impact on school improvement.

Leave blank any item or sub-item you cannot respond to or which does not apply to your school district. If you feel you do not know whether an indicator exists in your district, answer the best you can or leave it blank.

General Data:

I am a(n)
____ 1) Teacher, Counselor or Specialist
____ 2) School level administrator
____ 3) District level administrator
____ 4) Parent/Citizen
____ 5) Other

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

1. PHILOSOPHY, GOALS AND SCHOOL IMPROVEMENT

A district may support school quality through a guiding philosophy and direction that speaks to goals and expectations. There is a planning and improvement process that helps move the district toward quality. The district improvement process acts to aid schools in their individual improvement efforts. A district climate is promoted which encourages staff, parents and students to work toward improvement.

WHAT IS

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3 = It is present on a district-wide basis.

IMPACT POTENTIAL

The extent to which additional human and/or material resources invested in the implementation of this indicator could positively impact the quality of schools in your district.

0 = No impact potential

1 = Very limited impact potential.

2 = Some impact potential

3 = Very positive impact potential

	WHAT IS	IMPACT POTENTIAL
____1.	THE BOARD HAS STATEMENTS OF PHILOSOPHY, PURPOSES AND/OR GOALS THAT REFLECT SCHOOL DISTRICT AND COMMUNITY EDUCATIONAL BELIEFS.	1.____
___a.	These statements help guide the schools toward goals focused on the improvement of academic achievement.	___
___b.	The district recognizes the need for both congruence of purpose among individual schools as well as a diversity of options to carry out these purposes.	____
____2.	THE FISCAL RESOURCES ARE SUFFICIENT TO SUPPORT QUALITY EDUCATION AND DISTRICT GOALS.	2.____
____3.	THE DISTRICT RECOGNIZES PARENTS AND COMMUNITY AS PARTNERS IN THE TOTAL EDUCATION PROGRAM.	3.____
____4.	THE BOARD SEEKS COMMUNITY AND STAFF INPUT FOR PRIORITIES IN SCHOOL IMPROVEMENT.	4.____
___a.	The board uses needs assessments techniques to secure staff, student and community input in goal development.	___

PHILOSOPHY, GOALS AND SCHOOL IMPROVEMENT (Cont.)

WHAT IS	IMPACT POTENTIAL
___b. The board uses data about student academic outcomes in identifying school goals.	___
___5. THE DISTRICT HAS A WRITTEN PLAN FOR IMPROVING THE SCHOOL DISTRICT AND THE QUALITY OF EDUCATION.	5.___
___a. The plan includes goals focusing on improvement over current levels of academic performances.	___
___b. The plan includes academic goals and staff responsibilities to support and assist in developing them.	___
___6. DISTRICT EXPECTATIONS AND ACADEMIC GOALS ARE VISIBLE TO AND UNDERSTOOD BY STAFF, STUDENTS AND COMMUNITY.	6.___
___7. THE DISTRICT EFFECTIVELY REPORTS STUDENT OUTCOMES AND IMPROVEMENT EFFORTS TO THE STAFF, STUDENTS AND PUBLIC	7.___
___3. THE BOARD AND ADMINISTRATION ARE AWARE OF INDICATORS OF QUALITY AND THESE ARE INCORPORATED INTO DISTRICT GOALS AND PRACTICES.	8.___
___a. The district promotes instructional improvement and professional development through distribution of research papers and journal articles on a regular basis.	___
___b. The district arranges for speakers to make presentations on instructional issues at staff meetings/functions/retreats.	___
___9. THE DISTRICT'S SCHOOLS AND OFFICES ARE PLEASANT PLACES FOR STUDENTS AND STAFF.	9.___
___10. THE DISTRICT IS PERCEIVED BY THE COMMUNITY AND STAFF AS HAVING HIGH LEVELS OF RESPECT, TRUST, MORALE, COHESIVENESS AND CARING.	10.___

Other examples of items to be added under "Philosophy, Goals and School Improvement":

_____

_____

____Average Rating for "Philosophy, Goals, and School Improvement	____

Colorado Department of Education
June, 1983

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

2. PLANNING PROCESS

Quality schools are supported by a district's planning process such as that defined in the Colorado accountability/accreditation process. The planning process aids school districts in their improvement efforts and makes clear the district's improvement thrusts.

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IMPACT POTENTIAL

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	WHAT IS	IMPACT POTENTIAL
___1.	THE DISTRICT PLANNING PROCESS SUPPORTS AND PROVIDES A MODEL FOR THE PLANNING PROCESSES PRACTICED BY INDIVIDUAL SCHOOLS.	1.____
___a.	Expected relationships and timelines between school and district are spelled out.	___
___b.	Needs and strengths assessment data are provided at appropriate times for school-level improvement plans and other activities.	___
___c.	There is a budgeting system promoting quality, e.g. reflecting priorities, providing funds for which principals can apply.	___
___d.	There is recognition in district policy of the diversity of schools and the need to support individual school improvement.	___
___2.	THE DISTRICT AND SCHOOLS HAVE ASSESSED THEIR NEEDS AND STRENGTHS AND IDENTIFIED PRIORITIES FOR DISTRICT AND SCHOOL IMPROVEMENT.	2.____
___a.	A plan is used for assessing community, staff, and, as appropriate, student opinions on strengths and needs of the district.	___
___b.	A plan is used for assessing community, staff, and, as appropriate, student opinions on strengths and needs of individual schools.	___
___c.	Information about needs and strengths is used by the board to set improvement priorities.	___
___d.	The district evaluates and measures progress toward district and school priorities and goals.	___

PLANNING PROCESS (CONT.)

IMPACT POTENTIAL

WHAT IS

____e. In larger districts individual schools have plans which include one or more priorities reflecting school, not just district, needs. ____

____f. Individual school priorities are used by the board to help identify or develop district priorities. ____

____g. School staffs are aware of school and, as appropriate, district priorities. ____

____h. The district provides or has plans which provide for needed instructional and other facilities in schools. ____

____3. PROGRAMS IDENTIFIED FOR IMPROVEMENT ARE IMPLEMENTED, EVALUATED AND MODIFIED APPROPRIATELY. 3.____

____a. The district has a written action plan for program improvement based on priorities. ____

____b. The written district level improvement plans are being implemented. ____

____c. The district has a written program evaluation procedure which is used in the plan for program improvement. ____

____d. The district can show evidence of student outcome results and program improvement results and these results are used to modify curriculum. ____

____e. Schools written action plans address district priorities. ____

____4. EFFECTIVE COMMUNICATIONS REPORT STUDENT OUTCOMES AND IMPROVEMENT EFFORTS TO THE STAFF AND PUBLIC. 4.____

____a. A procedures for reporting on progress through the district's plan for improvement exists and is implemented through open meetings, news releases, etc. ____

____b. Student achievement is reported to the staff, students, parents, and public. ____

____5. DISTRICT PLANNING INCLUDES COMMITMENT TO BE AWARE OF RESEARCH AND TO APPLY THIS APPROPRIATELY TO IMPROVING THE QUALITY OF EDUCATION. 5.____

____a. There is budget support for awareness of and appropriate application of research to practice. ____

____b. Improvement plans include application when appropriate of current research. ____

Other examples of items to be added under "Planning Process":_____

_____

____ Average Rating for "Planning Process"____

Colorado Department of Education
June, 1983

3. L E A D E R S H I P

Leadership at the district level is a significant factor related to quality at the school level. Control and direction of human and financial resources at the district level impacts directly and indirectly on school-level programs and personnel.

The principal's leadership is often seen as the key category related to school quality. In a similar way district leadership by the superintendent and by the Board of Education is a key to district quality. The superintendent is the key person in influencing district climate and in seeing that district philosophy and goals are carried out. The district administration and Board of Education are key leaders accountability for supporting quality education. (The term superintendent may include other district administrators with delegated authority.)

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	WHAT IS	IMPACT POTENTIAL
___1.	THE SUPERINTENDENT LEADS IN MANAGING THE DISTRICT PROCESS OF IMPROVING SCHOOLS.	1.____
____a.	The superintendent manages the district improvement plan and process.	____
____b.	District and building level school improvement priorities and plans are developed coooperatively by the superintendent, Board, principal, staff, accountability committee and community as appropriate.	____
____c.	The superintendent supports the concept of the leadership team of school and district administrators. The superintendent appropriately involves the principals and other staff in decisions.	____
____d.	Individual schools are given the necessary autonomy to meet their students needs and are appropriately accountable for student outcomes within general district guidelines.	____
____e.	The superintendent and those central administrative staff with delegated authority are key leaders accountable for supporting quality education in the schools.	____

WHAT IS

IMPACT POTENTIAL

____2. THE SUPERINTENDENT SUPPORTS AND ENCOURAGES THE ROLE OF THE PRINCIPAL AS AN INSTRUCTIONAL LEADER. 2.____

- ____a. The superintendent requires and supports building level improvement plans. ____
- ____b. The superintendent is accessible and responsive to principals ____
- ____c. The superintendent encourages principals to try out new ideas and provides support. ____
- ____d. The superintendent and other district leaders provide released time, financial support, and professional development for principals instructional leadership activities. ____
- ____e. All principals are expected to monitor their own leadership effectiveness and develop plans for improvement; the superintendent models this behavior. ____
- ____f. The superintendent and other district leaders support a strong academic focus in the building by supporting sufficient autonomy and leadership by principals. ____
- ____g. The superintendent and other district leaders directly and indirectly support incentives for quality teaching. ____
- ____h. Principals are encouraged to set high expectations for staff and students to recognize academic achievement, and to accept accountability for the overall achievement of students. ____
- ____i. The selection and evaluation of principals clearly includes high expectations and criteria for instructional management skills. ____

____3. THE SUPERINTENDENT SETS HIGH BUT REALISTIC STANDARDS FOR ACADEMIC PERFORMANCE AND COMMUNICATES THESE STANDARDS TO PRINCIPALS, STAFF, STUDENTS AND PARENTS. 3.____

- ____a. Curriculum outcomes for each grade level and course are supported by the principal and staff. ____
- ____b. The superintendent recognizes and rewards principals and schools carrying out practices that lead to effective schools. ____
- ____c. The district has and consistently applies policies on attendance, promotion and graduation which support quality outcomes. ____
- ____d. The Board of Education, superintendent and central administration staff know what the community expects of the schools, help the community to understand educational needs, and actively seek parental involvement at district and school level. ____

____4. The Board of Education, superintendent and central administration staff know what the community expects of the schools, help the community to understand educational needs, and actively seek parental involvement in the district. 4.____

- ____a. The superintendent encourages parent involvement through accountability advisory groups at the district and building levels. ____
- ____b. The superintendent maintains open lines of communication with the public. ____

LEADERSHIP (Cont.)

WHAT IS

IMPACT POTENTIAL

___c. The superintendent shares with the community and staff budget information and a positive, realistic view of the schools and its programs, staff and students. ___

___d. The Board, superintendent and other leaders work with the community to develop a direction and goals for the schools. ___

___5. THE SUPERINTENDENT LEADS ON ISSUES OF QUALITY AND IS NOT UNFAIRLY INFLUENCED BY SPECIAL INTERESTS. 5.____

___6. THE BOARD OF EDUCATION IS DIRECTIVE AND RESPONSIVE IN PROVIDING DISTRICT LEADERSHIP 6.____

___a. The Board is responsive to constituents ___

___b. The Board is responsible for policy development and recognizes and supports administrative leadership in implementing policy. ___

___c. The Board of Education understands and fulfills its role and responsibilities under state law. ___

___d. The Board of Education seeks data about the effectiveness of district schools and uses the data for improvement. ___

___e. The Board of Education recognizes the critical importance of selecting, evaluating, communicating and working with the superintendent. ___

___f. The Board of Education provides leadership in informing the community of educational plans and outcomes. ___

___g. The Board of Education seeks and supports necessary resources to enhance quality. ___

Other examples of items to be added under "Leadership": _____

_____

___Average Rating for "Leadership"___

Colorado Department of Education
June, 1983

4. PERSONNEL SELECTION, ASSIGNMENTS AND EVALUATION

A most important resource for any school district is the people it employs. The processes and policies applied in selecting, assigning and evaluating personnel are of critical importance in determining the quality of a school or school district. An important goal of the personnel function or office is to provide services to the schools and the district in order to improve quality.

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IMPACT POTENTIAL

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0 = No impact potential

1 = Very limited impact potential.

2 = Some impact potential

3 = Very positive impact potential

	WHAT IS	IMPACT POTENTIAL
____1.	THE DISTRICT'S PERSONNEL SELECTION, ASSIGNMENT AND EVALUATION POLICIES ARE USED IN SUPPORTING SCHOOL QUALITY.	1.____
____a.	The selection, assignment and evaluation processes for all personnel reflect district and school policies, priorities, and plans.	____
____b.	Board policy on selection, assignment (including promotion) and evaluation of all personnel is present and used.	____
____c.	Personnel are selected, and assigned based in part on special needs of and within the school, e.g. family income, pupil achievement, ethnic mix, etc.	____
____d.	Evaluation of teachers and principals considers the context of school, community student characteristics, and resources in which they work.	____
____e.	The outcomes of the selection, assignment, evaluation processes and policies are assessed and applied.	____
____f.	Feedback is provided to Colorado universities and colleges for improving teacher and administrator preparation programs.	____
____g.	The district gives the personnel process a high priority, evidenced by comprehensive policies, integrated staff development programs, and time commitments.	____
____h.	Principals and teachers are involved in the development and review of personnel selection, assignment and evaluation processes and policies.	____

PERSONNEL SELECTION, ASSIGNMENT AND EVALUATION (Cont.)

WHAT IS	IMPACT POTENTIAL
____i. The personnel activities function of the district reflect responsiveness to district employees, and support for improvement of the instructional program.	____
____j. Personnel and students are covered by due or fair process policies.	____
____k. The district manages the compensation structure to attract and retain the most effective instructional staff.	____
____l. All personnel openings are publicized and provide an equal opportunity for all qualified candidates to apply.	____
____2. AN IMPORTANT GOAL OF THE PERSONNEL SELECTION PROCESS IS THAT OF SELECTING THE BEST PERSON. THIS SELECTION PROCESS INCLUDES:	2.____
____a. An awareness of existing staff abilities and talents.	____
____b. Consideration of the mix of candidates from inside and outside the district.	____
____c. Consideration of affirmative action requirements.	____
____d. A criterion for selecting principals is his/her instructional management abilities.	____
____3. THE DISTRICT'S PROCESS FOR ASSIGNMENT PERSONNEL INCLUDE:	3.____
____a. Principals who are selected know why they were selected and what outcomes her/his supervisor expects.	____
____b. The principal is influential in decisions about selecting and assigning teachers, and involve teachers as appropriate in these decisions.	____
____c. The teacher transfer process positively impacts school and district quality.	____
____4. THE DISTRICT'S EVALUATION PROCESS INCLUDES OPPORTUNITIES FOR	4.____
____a. Increased awareness by district administrators of personnel likely to become effective district-level or building level administrators.	____
____b. Administrative internships at school and district levels.	____
____c. Promotions from within.	____
____d. Recognition of excellence.	____
____5. THE PERSONNEL EVALUATION PROCESS HAS AS A MAJOR FOCUS THE IMPROVEMENT OF INSTRUCTION.	5.____
____6. TEACHERS BELIEVE THAT THE TEACHER EVALUATION PROCESS CAN IMPROVE SCHOOL QUALITY.	6.____
____7. EVALUATION OF TEACHERS IS BASED ON OBSERVED PERFORMANCE WHICH IS FOCUSED ON INSTRUCTIONAL EFFECTIVENESS.	7.____
____8. TEACHING IS OBSERVED OFTEN ENOUGH SO THAT THE EVALUATOR HAS A FAIR AND ACCURATE PICTURE OF IT.	8.____

PERSONNEL SELECTION, ASSIGNMENT AND EVALUATION (Cont.)

WHAT IS	IMPACT POTENTIAL
____9. DISTRICT LEADERSHIP RECOGNIZES THAT EVALUATION INCLUDES EFFECTIVE INSTRUCTIONAL BEHAVIORS.	9.____
____a. School staffs are well organized for instructional delivery.	____
____b. Staffs provide students with appropriate priase, constructive criticism, and opportunities for success.	____
____c. School staffs hold high expectations for students.	____
____d. Teachers believe that these expectations have an effect on student's learning and teacher's performance.	____
____e. The staff structures the learning environment so that students and teachers share in the responsibility for learning.	____
____f. The staff enhances time on task and thus improves student productivity.	____
____10. PRINCIPALS BELIEVE THAT THE PRINCIPAL EVALUATION PROCESS CAN IMPROVE SCHOOL QUALITY.	10.____
____11. THE CRITERIA ON WHICH THE PRINCIPAL WAS SELECTED ARE RELATED TO HIS/HER EVALUATION.	11.____

Other examples of items to be added under "Personnel Selection":_____

_____

____Average score for Personnel Selection, Assignment and Evaluation____

Colorado Department of Education
June, 1983

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

5. STAFF DEVELOPMENT

The goal of staff development is to improve services to students and the public through programs for increasing the commitment, increasing the knowledge and improving the skills of district employees. Staff development is service-oriented and responsive to the needs and interests of the district and individual employees. An underlying philosophy is that a student's education is a process of growth in which teachers, administrators and other school staff play a key role. The most effective educators are themselves continuously growing and adapting to change. The mission of staff development is accomplished through the implementation of several indicators of quality.

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IMPACT POTENTIAL

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2 = Some impact potential

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	WHAT IS	IMPACT POTENTIAL
___1.	BOARD OF EDUCATION POLICIES AND REGULATIONS PROVIDE FOR STAFF DEVELOPMENT.	1. ___
_____a.	There is a written philosophy supporting staff development programs, programs directed toward reaching district goals as an integral part of district operations.	___
_____b.	There are policies that support translating research in teaching, learning and administration into leadership and classroom practices when appropriate.	___
_____c.	The Board provides direction for conducting periodic general needs and strengths assessments with data used as a basis for inservice planning.	___
_____d.	The Board makes provisions for assigning district and school level roles and responsibilities for staff development, i.e., planning, budgeting, coordinating and quality control.	___

WHAT IS — IMPACT POTENTIAL

____e. The Board provides incentives for participation, e.g., released time, university credits, financial remuneration and/or recognition of participation. ____

____f. Periodic progress and evaluation reports are made to the administration and/or Board of Education. ____

____2. DISTRICT LEADERSHIP DEMONSTRATES COMMITMENT TO STAFF DEVELOPMENT. 2.____

____a. District leadership communicates the importance of investing in human resource development in reaching district goals. ____

____b. District leadership provides for linkage of staff development with curriculum development, planning, staff and program evaluation, and student needs. ____

____c. District leadership cooperates with professional organizations and other educational organizations by providing the opportunity for participation in relevant professional growth activities. ____

____d. District leadership supports adequate budget support for staff development and is aware of the direct and indirect costs involved of staff development. ____

____e. District leadership involves building level leadership in planning and decision making. ____

____3. STAFF DEVELOPMENT PROGRAMS ARE PLANNED AND IMPLEMENTED. 3.____

____a. These programs recognize student needs, teacher/staff/administrator needs, building level needs and district programs. ____

____b. These programs provide for integration and development of new staff during the probationary period. ____

____c. These programs offer training in skills of effective instruction and instructional supervision and leadership. ____

____d. These programs link inservice programs to specific change efforts. ____

____e. These programs incorporate a continuing support system which encourages staff to be involved in experiences leading to personal and professional growth. ____

____f. These programs have a desirable mix of continuity of them and special, singular topics. ____

STAFF DEVELOPMENT (Cont.)

WHAT IS	IMPACT POTENTIAL
___4. THE STAFF DEVELOPMENT PROGRAM IS EVALUATED.	4.___
___a. Evaluation focuses on outcomes of the instructional program.	___
___b. The total process - objectives, planning, programs and impact, is evaluated.	___
___c. The evaluation includes identification of desired changes in staff.	___
___d. The evaluation assesses direct and indirect effects on students.	___

Other examples of items to be added under "Staff Development":

___

___

___Average Rating for "Staff Development"___

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

6. C U R R I C U L U M

The district has a written curriculum plan which includes a clear statement of goals, objectives and sequence. District management of this curriculum plan entails affecting a "match" between (1) what the district goals and objectives are, (2) what the teachers teach, and (3) assessment of student achievement. A goal of the school district is to narrow the gap between desired and actual learning outcomes.

WHAT IS

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3 = It is present on a district-wide basis.

IMPACT POTENTIAL

The extent to which additional human and/or material resources invested in the implementation of this indicator could positively impact the quality of schools in your district.

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2 = Some impact potential

3 = Very positive impact potential

	WHAT IS	IMPACT POTENTIAL
____1.	THE DISTRICT HAS A WRITTEN CURRICULUM PLAN INCLUDING GOALS, OBJECTIVES, AND SEQUENCE.	1. ____
____a.	Goals and objectives include higher order and lower level thinking skills.	____
____b.	Goals and objectives reflect what is known about learning.	____
____c.	Goals and objectives are established by the board and staff and are stated in terms of learner outcomes and student achievement.	____
____d.	Input in selection of curriculum material or guidelines is solicited from all levels affected- elementary, middle or junior high school and high school. Curriculum committees have representation from all levels affected.	____
____e.	District resources support district curriculum priorities.	____
____f.	The superintendent or his/her representative is an active curriculum leader who guides the board and staff in curriculum development, implementation and evaluation decisions.	____
____g.	The district curriculum plan is reviewed periodically by administrators, teachers, parents, and, when appropriate, students.	____

CURRICULUM (Cont.)

WHAT IS — IMPACT POTENTIAL

____2. THERE IS AN ORGANIZED ARTICULATION OF CURRICULUM IN A K-12 SEQUENCE. 2.____

- ____a. District curriculum offerings are matched to objectives for student learning. ____
- ____b. There is a match between district curriculum offerings and evaluations of student achievement, including data in addition to that from standardized, norm-referenced tests. ____
- ____c. Instruction follows and is congruent with the written curriculum plan. ____
- ____d. Curriculum articulation includes provision that the objectives of special programs in the district, e.g. special education and gifted, are coordinated with the schools. ____

___3. CURRICULAR PROGRAMS ARE PERIODICALLY REVIEWED, UNDER BOARD POLICY. THE DISTRICT ASSESSMENT OF THE CURRICULUM AND STUDENT OUTCOMES IS USED IN IMPROVING CURRICULUM. 3.____

- ____a. This review includes a district evaluation of curriculum offerings and student outcomes. ____
- ____b. This evaluation of offerings and outcomes is used in improving the curriculum. ____
- ____c. Student achievement of district level objectives is the primary criterion for curricular adoption. ____
- ____d. Curriculum adoptions are based upon research, pilot-testing, teacher and parent input and student achievement results. ____

Other examples of items to be added under "Curriculum": _____

_____

___ Average Rating for "Curriculum"____

Colorado Department of Education
June, 1983

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

7. I N S T R U C T I O N

Instruction is the application of the art and science of teaching. The teacher brings his/her training, experience, values and beliefs to the school environment. They become the basis for decision-making about the teaching strategies to employ in implementing the curriculum with students in the context of the instructional setting. Teachers with a wide range of teaching strategies at their command have a greater chance of increasing student productivity; they can make more effective instructional decisions related to the learning characteristics of and learning outcomes desired from students. Thus teachers become a valuable resource for the evaluation of programs for instruction at the district level.

WHAT IS

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0 = Is not present.

1 = It is present to a very limited extent or in a minority of schools.

2 = It is present to a greater extent or in most schools.

3 = It is present on a district-wide basis.

IMPACT POTENTIAL

The extent to which additional human and/or material resources invested in the implementation of this indicator could positively impact the quality of schools in your district.

0 = No impact potential

1 = Very limited impact potential.

2 = Some impact potential

3 = Very positive impact potential

	WHAT IS	IMPACT POTENTIAL
____1.	BOARD OF EDUCATION POLICIES SUPPORT INSTRUCTIONAL EFFECTIVENESS.	1.____
____a.	The board has adopted a clear statement of instructional goals and a policy committing the district to accomplishment of these goals.	____
____b.	The board has policies which support the best possible environment for instruction, including policies regarding pupil-teacher ratios, class size, planning time and teacher load.	____
____c.	Outlines what is expected of students at different grade levels and provides systems of materials and remediation to support student achievement of grade level requirements.	____
____d.	Board policy recognizes the need for safe and orderly schools and the rights and responsibilities of students to learn and teachers to teach.	____
____e.	The board policy recognizes interests of students with special needs and provides for special programs and/or incorporation into the regular program and necessary pupil support services.	____
____f.	Board policies recognize and allow for flexible staffing patterns which support the instructional program.	____
____g.	Board policy provides for periodic progress/evaluation reports on instructional programs and practices.	____

INSTRUCTION (Cont.)

WHAT IS	IMPACT POTENTIAL
___h. Board policy provides for a systematic process for improving instructional effectiveness of teachers.	___
___i. Board policy provides for recognition of outstanding teaching.	___
___j. Board policy provides for a systematic process for improving effectiveness of administrators.	___
___k. Board policy provides for recognition of outstanding administration leadership.	___
___2. DISTRICT ADMINISTRATIVE LEADERS AND GUIDELINES SUPPORT INSTRUCTIONAL EFFECTIVENESS.	2.___
___a. The district uses a plan for instructional improvement.	___
___b. The district and schools identify and/or support instructional improvement priorities.	___
___c. The district leadership accepts responsibility for assisting principals in the improvement of instruction.	___
___d. The district supports improved instruction by providing methods for evaluating instruction.	___
___3. DISTRICT AND SCHOOL ADMINISTRATORS:	3.___
___a. Protect instructional time by stipulating minimal time per subject in hours per week and number of academic days.	___
___b. Protect instructional time by avoiding and preventing unnecessary interruptions of time-on-task.	___
___4.	4.___
___a. The principal sees that instructional goals are clearly defined and communicated to staff, parents and, when appropriate, students.	___
___b. The principal monitors the use of instructional time by observing how time is used in classrooms.	___
___5.	5.___
___a. The staff has agreed to instructional outcomes for each grade level and subject area;	___
___b. Those outcomes are used to guide instruction building-wide.	___
___6. THE STAFF IS AWARE OF THE SCHOOL'S AND THE DISTRICT'S INSTRUCTIONAL PRIORITIES.	6.___

Other examples of items to be added under "Instruction":_ _____

_____

___Average Rating for "Instruction"___

Colorado Department of Education
June 1983

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

8. E V A L U A T I O N

Evaluation of programs and of student outcomes is important both for school improvement and for building public confidence. District-wide evaluation of school programs and students promotes quality schools.

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IMPACT POTENTIAL

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	WHAT IS	IMPACT POTENTIAL
____1.	THERE ARE DISTRICT PLANS AND BOARD POLICIES FOR THE EVALUATION OF PROGRAMS, STUDENT OUTCOMES OF CHILDREN AND GROUPS OF CHILDREN, AND PROGRESS ON IMPROVEMENT PRIORITIES.	1.____
____a.	There is board policy on and district level commitment to evaluation of programs and student outcomes.	____
____b.	There is a district plan for evaluation at the district level including using evaluation data to assess progress toward district goals.	____
____c.	There is a board policy or district expectation that each school carries out systematic evaluation activities e.g. North Central self-studies, or using "Indicators of Quality Schools."	____
____d.	A variety of evaluation measures, tests or indicators are used which are appropriate for the evaluation objectives and which allow the desired comparisons of goals and norms for appropriate long term growth.	____
____e.	Evaluative information is obtained from a variety of audiences such as students, graduates, dropouts, parents, other citizens, colleges, employers, and school staff.	____

WHAT IS		IMPACT POTENTIAL
____2.	EVALUATIONS RESULTS ARE REPORTED TO APPROPRIATE PUBLICS AND INDIVIDUALS, AND THE RESULTS USED TO MAKE DECISIONS FOR PROGRAM IMPROVEMENT.	2.____
____a.	School and district staffs receive evaluation results.	____
____b.	Summaries of achievement scores are reported to parents, the school board, and the general public.	____
____c.	Specific program changes, i.e., adjustments, improvements, or deletions, have been made based on student and/or program evaluations.	____
____d.	Curriculum improvement or maintenance priorities have been set, based in part on assessment results.	____
____e.	Results of testing are made available to schools in a timely manner.	____
____f.	Appropriate instructional programs are developed for students whose performance on tests indicates a need.	____
____3.	EVALUATION IS DISTRICT WIDE AND RESULTS ARE PROVIDED TO INDIVIDUAL SCHOOLS FOR THEIR USE.	3.____
____4.	THE DISTRICT'S PROGRAM FOR EVALUATING PUPIL ACHIEVEMENT MEASURES WHAT TEACHERS ARE ACTUALLY TEACHING.	4.____
____5.	THE RESULTS OF THE DISTRICT'S PROGRAM FOR EVALUATING PUPIL ACHIEVEMENT ARE SHARED WITH TEACHERS WHO USE THIS INFORMATION TO IMPROVE STUDENT PERFORMANCE.	5.____

Other examples of items to be added under "Evaluation":

_____

_____

____Average Rating for "Evaluation"____

Colorado Department of Education
June, 1983

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

9. SCHOOL-COMMUNITY RELATIONS

Support of quality schools comes from a broad based community commitment to quality education. To meet school and community goals of quality, schools must be responsive to community expectations. School-community relations include the activities and communications carried on between school and community persons in their mutual effort to improve their school.

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IMPACT POTENTIAL

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	WHAT IS	IMPACT POTENTIAL
____1.	THE DISTRICT CARRIES OUT SPECIFIC ACTIVITIES TO KEEP AS MANY COMMUNITY MEMBERS AS POSSIBLE KNOWLEDGEABLE OF THE DISTRICT PROGRAM AND TO OBTAIN COMMUNITY INPUT FOR IMPROVING THE SCHOOLS.	1.____
____2.	THE DISTRICT HAS A BOARD POLICY AND A PLAN FOR MAINTAINING AND IMPROVING SCHOOL COMMUNITY RELATIONS. RELATIONSHIPS WITH THE MEDIA ARE ASSESSED AND USED TO IMPROVE EFFECTIVENESS.	2.____
____3.	SCHOOL STAFF ARE KEPT INFORMED OF DISTRICT GOALS AND PROGRAMS.	3.____
____4.	THE BOARD AND DISTRICT ADMINISTRATION PROVIDE GUIDANCE AND SUPPORT FOR A DISTRICT IMPROVEMENT OR ACCOUNTABILITY COMMITTEE AND SCHOOL LEVEL IMPROVEMENT OR ACCOUNTABILITY COMMITTEES AND IS RESPONSIVE TO THEIR RECOMMENDATIONS.	4.____
____a.	The board shows that it listens to and acts upon school improvement suggestions made to them by the community.	____
____5.	THE DISTRICT ACTIVELY AND APPROPRIATELY ENGAGES THE TALENTS AND SUPPORT OF COMMUNITY GROUPS E.G., BUSINESS, PROFESSIONS, LABOR AND SENIOR CITIZENS.	5.____

SCHOOL-COMMUNITY RELATIONS Continued

WHAT IS		IMPACT POTENTIAL
___6.	THE DISTRICT IS PLANNING FOR THE FUTURE AND IS INVOLVING THE COMMUNITY AND KEEPING IT INFORMED OF PROGRESS.	6.___
___7.	THE DISTRICT HAS AN UNDERSTANDING OF THE COMMUNITY'S EXPECTATIONS ABOUT QUALITY EDUCATION.	7.___
___8.	THE COMMUNITY UNDERSTANDS AND SUPPORTS THE ROLE OF PUBLIC SCHOOLS AND THERE IS A GENERAL UNDERSTANDING OF APPROPRIATE ROLES OF SOCIAL INSTITUTIONS-SCHOOL, HOME, COMMUNITY, RELIGIOUS, ETC.	8.___
___9.	THE ROLE AND RESPONSIBILITIES OF EACH EMPLOYEE IN SCHOOL-COMMUNITY RELATIONS ARE KNOWN BY THEM.	9.___
___10.	THE STAFF HOLD THEMSELVES PUBLICLY ACCOUNTABLE FOR THEIR IMPROVEMENT EFFORTS.	10.___
___11.	THE SCHOOL DISTRICT RECOGNIZES THE IMPORTANCE OF MAINTAINING COMMUNICATIONS WITH NOW-PARENTS WHEN THEY COMPRISE A HIGH PERCENT OF THE POPULATION OF THE COMMUNITY.	11.___
___12.	SCHOOLS ARE AVAILABLE TO AND USED BY THE COMMUNITY.	12.___
___13.	SCHOOL GOALS ARE COMMUNICATED TO PARENTS, TEACHER AND STUDENTS.	13.___
___14.	THE PRINCIPAL ACTIVELY SEEKS THE INVOLVEMENT OF ALL PARENTS INCLUDING THOSE FROM LOW SOCIO-ECONOMIC LEVELS AND SINGLE PARENTS IN THE SCHOOL PROGRAM.	14.___
___15.	PARENTS FEEL WELCOME AT THE SCHOOL AND THE PRINCIPAL AND TEACHERS ARE ACCESSIBLE AND RESPONSIVE TO THEM.	15.___

___Average Rating for "School-Community Relations"___

Colorado Department of Education
June, 1983

DISTRICT LEVEL INDICATORS SUPPORTING QUALITY SCHOOLS

10. IMPLEMENTING EDUCATIONAL CHANGE

The goal of the change process is to systematically put into practice approved district and local school priorities and programs in order to attain educational goals and thus improve services to students and the public.

The change process is initiated when district and school leadership, through the planning process, has assessed strengths and needs and decided upon its priorities for improvement. The reader is referred to the categories on the "Planning Process" and "Leadership" for further clarification of processes for deciding to change. This category addresses the process of implementing changes.

An effective change process results in employee behavior characterized by consistent application of essential commitments, beliefs, assumptions, knowledge and skills for carrying out the change. The process is responsive to the needs and interests of the community and district employees. An underlying philosophy is that a student's education is a process of change in which teachers, administrators and support staff play a key role. The most effective staff members are themselves continuously growing and adopting to change.

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IMPACT POTENTIAL

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	WHAT IS	IMPACT POTENTIAL
___	1. BOARD OF EDUCATION POLICIES AND REGULATIONS ENHANCE THE CAPACITY FOR CHANGE, REFLECT AN AWARENESS OF THE CHANGE PROCESS AND PROVIDE FOR RELATED STAFF DEVELOPMENT PROGRAMS.	1.____
____	a. Express a philosophy which makes the change process and related staff development programs an integral part of district expectations and operations directed toward reaching district goals.	____
____	b. Support the importance of translating research in teaching, learning and administration into leadership and school/classroom practices.	____
____	c. Provide direction for conducting periodic general staff needs and strengths assessments with data used as a basis for inservice planning in support of district and school goals and program objectives.	____

WHAT IS | IMPACT POTENTIAL

___d. Make provision for assigning district and school level roles and responsibilities for staff development, i.e., planning, budgeting, coordinating and quality control. ___

___e. Provide some incentives for participation, e.g., released time, university credit, inservice credit, financial, etc. ___

___f. Allow for budget allocation for staff development. ___

___g. Calls for periodic progress/evaluation reports to the administration and/or Board of Education on the results of change efforts. ___

___2. A CHANGE IMPLEMENTATION PROCESS IS DEVELOPED, MAINTAINED AND USED FOR APPROVED DISTRICT AND SCHOOL-BASED IMPROVEMENT PLANS. 2.___

___a. Assesses inservice needs and strengths in relation to objectives to be implemented or renewed. ___

___b. Involves teachers and their administrators in planning for implementation. ___

___c. Develops written implementation plan including items d-l below. ___

___d. Identifies expected outcomes based on clearly written objectives. ___

___e. Identifies, coordinates and maximizes use of human and material resources. ___

___f. Monitors staff concerns about what is occurring to them as they implement the change and data is used as the basis for revising procedures. The extent of implementation of the change is also monitored with data used to revise procedures as necessary. ___

___g. Considers and implements appropriate intervention by the principal and district support staff. ___

___h. Provides for appropriate early and continuing support and assistance to implementers. ___

___i. Specifies activities, responsibilities and target dates. ___

___j. Recognizes the length of time necessary to bring about the desired change. ___

___k. Supports appropriately sequenced training, coaching and periodic review and feedback for implementers. ___

___l. Determines via evaluation procedures when expected outcomes are reached and program objectives are being consistently implemented at an acceptable level. ___

___m. Provides periodic review and updating of the change implementation process in terms of research findings and best practices. ___

___3. DISTRICT LEADERSHIP DEMONSTRATES KNOWLEDGE AND UNDERSTANDING OF THE REALITIES OF IMPLEMENTING A CHANGE. 3.___

___a. Regularly describes expectations. ___

___b. Models and sanctions desired behavior. ___

___c. Explains and defends emerging norms. ___

___d. Helps establish a basis for trust and collegiality in support of the implementation process. ___

___e. Supports appropriate risk-taking. ___

___f. Understands adult learning theory. ___

___g. Recognizes the clinical expertise (specialized work knowledge) of teachers, administrators and other workers. ___

___h. Understands the school as a functioning social-cultural system with its own unique characteristics and applies this knowledge in supporting the change process. ___

IMPLEMENTING EDUCATIONAL CHANGE

WHAT IS

IMPACT POTENTIAL

____4. DISTRICT LEADERSHIP DEMONSTRATES COMMITMENT. 4.____

____a. Articulates the importance of investing in human resource development in terms of reaching district and school goals. ____

____b. Involves itself in appropriate decision-making and participation throughout the change process. ____

____c. Provides for linkage of staff development with curriculum development, planning, staff and program evaluation. ____

____d. Cooperates with other districts, professional organizations, universities and other educational organizations by supporting staff participation in relevant professional growth activities. ____

____e. Provides adequate budget support.

____5. THE DISTRICT PROVIDES FOR THE PLANNING AND IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAMS IN SUPPORT OF THE CHANGE PROCESS FOR APPROVED DISTRICT AND SCHOOL-BASED PRIORITIES AND PROGRAMS. 5.____

____a. Programs recognize both district priorities, building level needs and the importance of building level leadership in planning and decision-making. ____

____b. Provides for integration and training of new staff during the probationary period. ____

____c. Provides programs to train district and school-level administrators in skills needed to be more effective instructional leaders. ____

____d. Provides programs to train teachers in implementing curriculum and in enhancing their repertoire of instructional strategies. ____

____e. Links inservice programs to specific change efforts whenever possible. ____

____f. Incorporates a continuing support system which encourages staff to be involved in growth experiences leading to personal and professional renewal. ____

____6. THE CHANGE PROCESS AND RELATED STAFF DEVELOPMENT PROGRAMS ARE EVALUATED 6.____

____a. The total process, objectives, planning, programs and impact, is evaluated. ____

____b. Indicators of change by participants are identified. ____

____c. Indirect effects on students are assessed whenever possible. ____

____Average Score for "Implementing Educational Change"____

Colorado Department of Education
June 1983